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ABSTRACT

During the early 1980s there was a lack of research regarding gender issues for early childhood and elementary education. This document attempts to fill this chasm by addressing gender issues in science and technology for primary education schooling and early-years education. The following chapters are included: (1) "Science and Technology in the Early Years of Schooling: An Introduction" by Naima Browne; (2) "The Ideological Context of Science Education in the Early Years: An Historical Perspective" by Naima Browne; (3) Achieving Equality in the Science Education of Early-Years Teachers in Initial Teacher Education" by Iram Siraj-Blatchford; (4) "'Girls' Stuff, Boys' Stuff': Young Children Talking and Playing" by Naima Browne and Carol Ross; (5) "Fair Play: Children's Mathematical Experience in the Infant Classroom" by Rose Parkin; (6) "The Role of the Nursery School in Developing a Non-Sexist Approach to Science and Technology" by Eve Lyon; (7) "Design It, Build It, Use It: Girls and Construction Kits" by Kim Beat; (8) "Challenging Sexism-Cycling Yesterday and Today: An Account of a Cross-Curricular Project" by Julie Cahill and Uma Pandya; (9) "Planning and Assessment in the Early Years" by Jane Savage; (10) Inquiring Girls: An Examination of Published Science Education Materials" by Patience MacGregor and Claudette Williams; and (12) "Science INSET and Equal Opportunities in the Early Years" by Barbara Wyvill. (ZWH)

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